

Inspection of Toddler Town Day Nursery

320 Hob Moor Road, Small Heath, Birmingham B10 9HJ

Inspection date: 20 September 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at nursery. Staff greet children warmly at the door and support children's emotional development well. Staff provide plenty of comfort and reassurance to new children and they are beginning to settle in. Staff have some understanding of children's interests and preferences at home. Children play with toys and resources they are familiar with at home. They have fun as they roll cars and build with construction equipment. Children develop sound physical skills as they build houses with foam blocks and delight as they knock them down. Children enjoy exploring sand and water. They develop basic mathematical concepts of size and measure.

Children thoroughly enjoy outdoor play. They make independent choices as they decide whether to play indoors or outside. Early mark-making skills are emerging as children make marks with pencils, paint and crayons. Children develop sound relationships with staff and each other. They learn to take turns and share resources. Children demonstrate that they feel safe. They learn some basic skills. However, the curriculum is not sufficiently challenging to help children make the progress of which they are capable. Staff do not provide children with additional needs the support they need to help close any gaps in learning at a faster rate.

What does the early years setting do well and what does it need to do better?

- Staff make some observations and assessments of children's learning and progress. However, this information is not used effectively. Staff do not consider what children already know and can do. They do not target their planning precisely enough on what children need to learn next. Staff do not share emerging developmental concerns with parents or other professionals in a timely manner. This means that children, including those in receipt of additional funding, do not make consistently good progress.
- The manager supports staff through regular meetings and supervision sessions. Staff morale is high, and they are committed to enhancing children's development. Staff complete some training to enhance their practice and to help improve outcomes for children. However, leaders have not given staff enough support for them to implement a coherent, sequenced curriculum.
- Staff use some strategies to help promote children's communication. For example, they use simple sign language and picture cards. However, teaching is not strong enough to consistently support children's emerging skills. At times, staff introduce too many learning concepts for children to understand. For example, they talk to children about shapes and colours together, which confuses children. At other times, staff talk about numbers, letters and writing before children are ready for such learning.
- Parents receive some basic information about their child's care. Staff talk to

parents at the end of the session and tell them about their child's day. Some learning and development information is shared. However, this information is not always accurate enough to help parents to enhance children's learning at home.

- Staff help children to learn what is expected of them. Children behave well. They learn to follow the simple rules of the setting. Children know they should run outside and not indoors. They are aware that when they sit together as a group they must demonstrate 'good listening' and 'good sitting'.
- Some sound hygiene practice is in place. For example, children wash their hands before eating and after going to the toilet. However, at other times, hygiene practice is not strong. Children take food from a shared plate or from each other's plates. Staff do not always support parents well enough to provide healthy meals for children. This puts children at risk of cross infection, including COVID-19 (coronavirus), and does not support them to develop healthy eating habits.
- Staff support children to develop early literacy skills. They share stories with children in small groups or individually. Children access books independently in the dedicated book area. Staff support children to develop their imagination in role-play areas. Children pretend to make dinner in the 'mud kitchen' outside and dress up as their favourite superheroes.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff are well trained and know how to respond to any child protection concerns. Staff are confident in the procedures to follow in the event of any allegations against an adult. They are aware of some of the wider aspects of child protection, including how to spot signs that children or families are at risk of radicalisation. Staff implement sound policies and procedures to promote children's safety and well-being effectively. Recruitment processes are robust to help ensure the suitability of adults working with children. Staff deployment is well organised so that children are always supervised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement an effective curriculum and ensure staff plan and deliver learning experiences which consistently build on what children already know and can do	02/11/2021

<p>identify and provide timely support for children who may have additional needs, including working with other professionals when appropriate</p>	<p>02/11/2021</p>
<p>improve partnership working with parents and provide sufficient information for them to support their child's learning at home</p>	<p>02/11/2021</p>
<p>promote children's good health, with particular regard to implementing hygienic practice and encouraging healthy eating.</p>	<p>02/11/2021</p>

Setting details

Unique reference number	EY554263
Local authority	Birmingham
Inspection number	10174275
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	8
Name of registered person	Toddlers Town Day Nursery Limited
Registered person unique reference number	RP554262
Telephone number	0121 448 8010
Date of previous inspection	Not applicable

Information about this early years setting

Toddler Town Day Nursery registered in 2017. The nursery employs three members of childcare staff. Two staff hold early years qualifications at level 6 and one member of staff holds a relevant childcare qualification at level 3. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021